

Students who have been suspended from school

Prior research has confirmed the common perception that students who have been suspended from school are at higher risk for other poor school outcomes—including dropping out of school. Students who are being disruptive in school may not be fully engaged in active learning. Also, students who are not in school typically cannot be expected to be learning. Moreover, black and Hispanic students are suspended at rates higher than those for other groups, and males are suspended at greater rates than females.¹ In many urban schools, up to one-third of students may be suspended during the school year. In one urban school more than half of all black students were suspended during the school year.²

- Black students in the eighth-grade class of 1988 were more likely to have ever been suspended from school than were Asian, white, or Hispanic students.
- Overall, males were more likely than females to have ever been suspended, with males having been suspended at twice the rate of females (15 and 7 percent, respectively).
- Students from lower socioeconomic (SES) backgrounds were more likely to have ever been suspended from school at least once, compared with students from higher SES backgrounds: 17 percent of students from the lowest SES quartile were suspended, compared to 7 percent of those from the highest SES quartile.
- Within each SES quartile, black students were still suspended at higher rates than their white and Hispanic peers.

Percentage of 1988 eighth-graders who had ever been suspended, by race/ethnicity, sex, and socioeconomic status: 1992

Sex and Socioeconomic status	Total	Race/ethnicity				
		White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaskan Native
Total	11.1	9.7	19.8	11.8	9.8	15.8
Sex						
Male	14.9	13.6	24.4	15.5	9.8	24.4
Female	7.4	5.8	15.5	8.3	9.9	11.8
Socioeconomic status						
Lowest quartile	17.1	14.7	25.7	13.4	21.5	—
Second quartile	12.6	11.7	18.5	9.8	7.5	11.0
Third quartile	10.8	9.8	15.4	12.5	15.4	—
Highest quartile	6.7	6.3	13.6	10.7	2.9	—

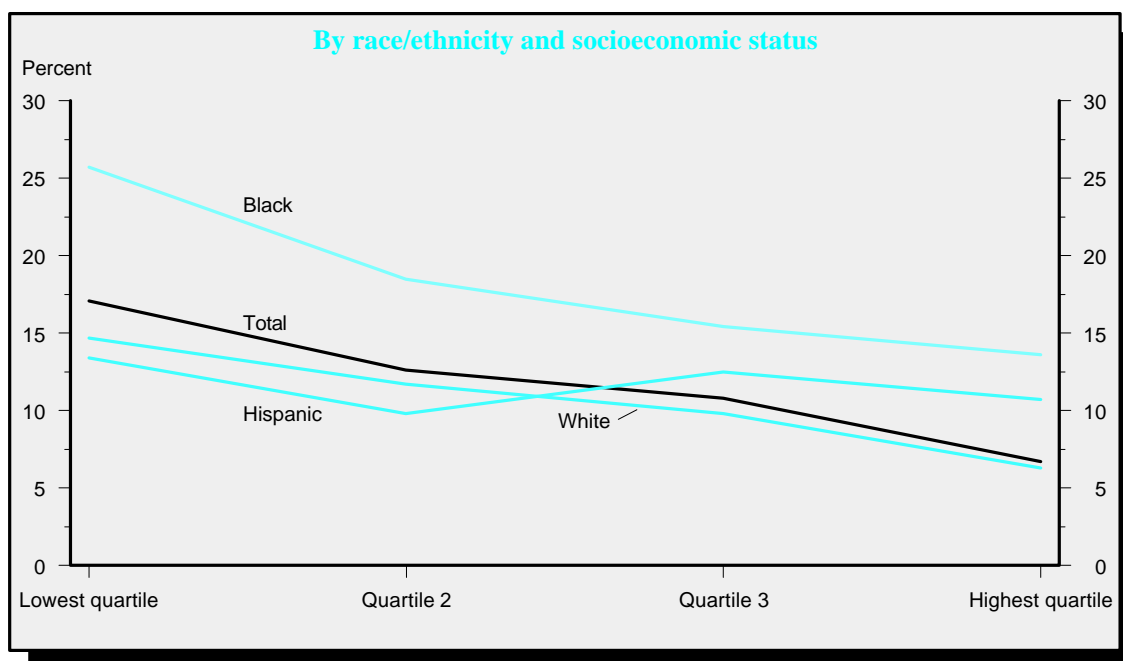
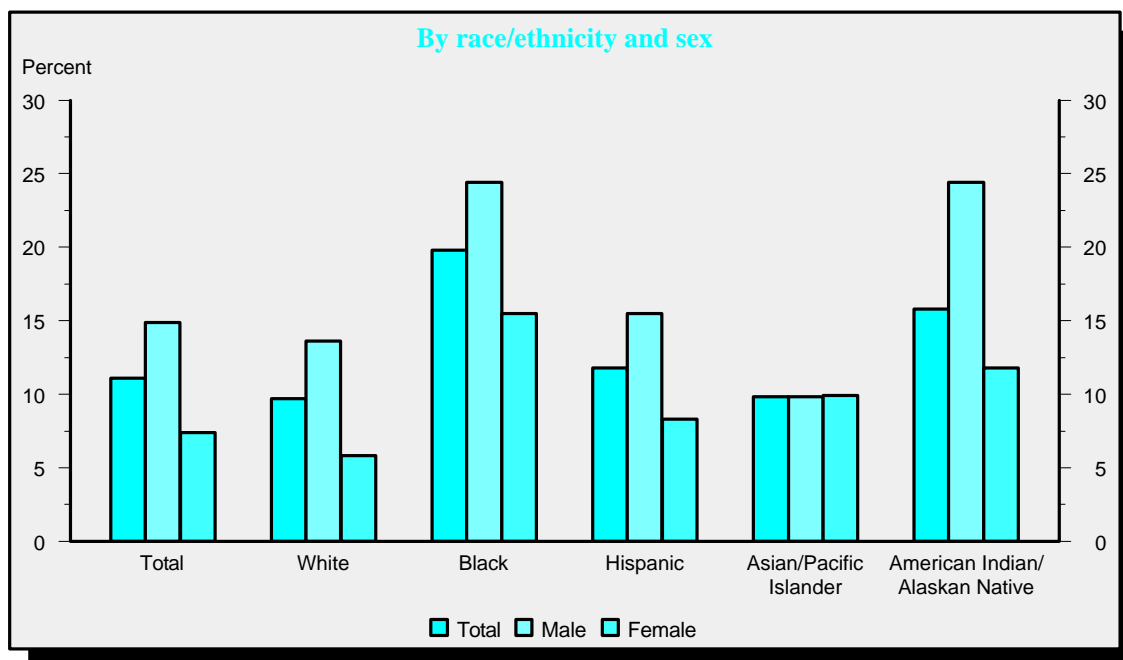
— Too few sample observations for a reliable estimate.

¹ Gary Wehlage, R. Rutter, G. Smith, N. Lesko, and R. Fernandez, *Reducing the Risk: Schools as Communities of Support*, The Falmer Press, 1989.

² Fred Newmann, *Student Engagement and Achievement in American Secondary Schools*, Teachers College Press, 1992.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up Survey (1992).

Percentage of 1988 eighth-graders who had ever been suspended: 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up Survey (1992).

Percentage of 1988 eighth-graders who had ever been suspended, by race/ethnicity, sex, and socioeconomic status: 1992

Sex and Socioeconomic status	Total	Race/ethnicity				
		White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaskan Native
Total	11.1	9.7	19.8	11.8	9.8	15.8
Sex						
Male	14.9	13.6	24.4	15.5	9.8	24.4
Female	7.4	5.8	15.5	8.3	9.9	11.8
Socioeconomic status						
Lowest quartile	17.1	14.7	25.7	13.4	21.5	—
Second quartile	12.6	11.7	18.5	9.8	7.5	11.0
Third quartile	10.8	9.8	15.4	12.5	15.4	—
Highest quartile	6.7	6.3	13.6	10.7	2.9	—

— Too few sample observations for a reliable estimate.

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SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992).

Table S48 Standard errors for the text table in Indicator 48

Sex and Socioeconomic status	Race/ethnicity					
	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaskan Native
Total	0.5	0.5	1.8	1.4	2.0	7.2
Sex						
Male	0.7	0.8	2.9	2.1	2.2	6.8
Female	0.6	0.6	2.2	1.8	2.9	5.7
Socioeconomic status						
Lowest quartile	1.2	1.4	3.2	2.5	5.4	—
Second quartile	1.0	1.0	3.8	2.2	2.4	—
Third quartile	0.9	0.9	3.3	2.5	6.2	5.3
Highest quartile	0.6	0.6	3.5	3.9	0.8	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992).